EDUC 633

*Special Topics for Elementary Teacher Leaders*

**Instructor:**

**Telephone Numbers:**

**Email:**

**Text:** *1. Special Topics for Elementary Leaders ISBN 97812560155*

*2. Universal Design for Learning: A Guide for Teachers and Educational Professionals*

*3. Rethink, Rebuild, Rebound, A Framework for Shared Responsibility and*

*Accountability in Education,* ISBN 10: 1-256-32560 - 0

*4. A Short Guide to Action Research, 4th edition,* ISBN – 13: 978-0-205-50931-7

*5. Publication Manual of the American Psychological Association,*

*Sixth Edition*, ISBN**:** 978-1-4338-0559-2

**Description:**

A study of significant issues, trends, theories, and/or practical problems in education according to the needs and interests of the student(s).The student(s) and professor will collaboratively plan the focus and assessment of the course. This course includes a specialized study of current/critical trends and issues in elementary education. Included will be an emphasis on developmentally appropriate elementary education practices grounded in the standards of the professional learned societies, INTASC, NBPTS, and the North Carolina State Board of Education programmatic guidelines and standards. This course includes a one hour capstone.

**Goal:** The purpose of this course is to provide school leaders an opportunity to study and reflect on significant issues, trends, theories, and/or practical problems in education according to the needs and interests of the student(s). The study will be grounded in the standards of the professional learned societies, INTASC, NBPTS, and the North Carolina State Board of Education.

**Specific Standards*:* NC Teaching Standards**

[Standard 1](http://www.learnnc.org/ncpts/2009-PTS/PTS1/01/)

Teachers demonstrate leadership.

[Standard 2](http://www.learnnc.org/ncpts/2009-PTS/PTS1/02/)

Teachers establish a respectful environment for a diverse population of students.

[Standard 3](http://www.learnnc.org/ncpts/2009-PTS/PTS1/03/)

Teachers know the content they teach.

[Standard 4](http://www.learnnc.org/ncpts/2009-PTS/PTS1/04/)

Teachers facilitate learning for their students.

[Standard 5](http://www.learnnc.org/ncpts/2009-PTS/PTS1/05/)

Teachers reflect on their practice.

Standard 6

Teachers contribute to the academic success of students.

**Course Objectives:**

1. Understand current issues and trends in education and their impact on students.
2. Understand how to collaborate with others to solve critical problems in the best interest of students.
3. Understand and demonstrate content knowledge and reflection of thought.

**Capstone Objectives:**

*The candidate shall*

4. Learn and use the appropriate Gardner-Webb approved methodology (including demographics).

5. Provide a written description of methodology used (chapter 3).

6. Provide proof of satisfactory completion of the Institutional Review Board course from Gardner-Webb University and submission of an Institutional Review Board (IRB) application to the university when human subjects will be used in the development of the capstone product. IRB approval must be received prior to starting the action research in the school.

7. Develop and submit to ***Task Stream*** the capstone thesis in a Word document that includes the following parts:

**Chapter 1 - Introduction**

* Overview – This is the introduction to your problem. What research led you to know that this was a problem?
* Problem Statement - This is short, explaining exactly what the problem is. You have already established that there is a research base for the problem, now you state the problem succinctly.
* Purpose – What exactly is your study about? “The purpose of this study is to...”
* Research Questions – What question or questions are you trying to answer with your study?
  + Description of the Community – Talk about the community surrounding your school. Is it supportive? What kinds of changes has it undergone in the past 5 or 10 years? Is it urban, suburban, or rural? Give us enough demographics to paint an adequate picture of your area.
  + Description of Work Setting – Now talk about your school. What is it like? How are you structured? What makes your school different or unusual? We need to know the environment.
  + Writer’s Role – You are the researcher. What is your role going to be?
  + Definition of Terms – Define all unusual terms. Remember to cite all definitions.
  + Summary – Sum it all up. Remember to restate the problem and the purpose here.

**Chapter 2 – Study of the Problem/Literature Review**

* + Overview – From this point on, overviews are introductions to the chapter. Give the reader a little reminder of the study and then let me know the structure of the chapter.
  + Problem Documentation – A more fleshed out review of the research you provided in Chapter 1. What research led you to know there was a problem?
  + Literature Review – A thorough review of research related to your topic and your research questions.
  + Causative Analysis – What does the research say are the causes of the problem?
  + Summary – Wrap it all up. Reword problem and purpose and remind me of the most important points of your literature review.

**Chapter 3 – Expected Outcomes and Procedures for Data Analysis**

* + Overview – Again, remind me of the study and then move on to the structure of the chapter. Don’t worry; you are repeating yourself, just using different words.
  + Design of the Study – What kind of study is this?
  + Research Questions – Just copy them from Chapter 1.
  + Methodology
    - Participants – Who is participating in your study (be specific, not with names, but with demographic information)?
    - Instruments – What are you using to conduct your study? They are not written in here, just explained and noted as appendices.
    - Procedures – How exactly (step-by-step) are you conducting your study?
  + Summary – Conclude this section. Give me a brief overview of how you are conducting your study after you remind me again for the problem and purpose.

**Academic Integrity:**

Students have the responsibility to know and observe the requirements of the Code of Student Conduct. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic honesty.

**Attendance:**

Students are expected to be in class. Please remember that Gardner-Webb University maintains a 75% attendance policy. Students should realize that missing a class does not grant an exemption from any work, assignments, readings, etc. ***It is incumbent upon the student, not the professor, to be responsible for assignments, both those on the syllabus and any made in*** ***class.***

**Accommodations:**

If your learning or participation in this class might be affected in any way by a disability recognized under the Americans with Disabilities Act (ADA), you will need to do the following:

1. Register with the Noel Program for the Disabled at Gardner Webb University at (704) 406-4270
2. Educate me about your disability so that I can work with you and the Noel Program to arrange necessary accommodations. It is important that you take both of these steps no later than the first week of the semester.

**Grading Scale:**

**95-100 = A**

**90-94 = A-**

**87 –89 = B+**

**84-86 = B**

**80-83 = B-**

**Below 80 = C**

**Grades for the Combined Class**

**IRB Form 10 points**

**Chapter 3 Revised (Capstone) 15 points**

**Special Topic Presentation 15 points**

**Special Topic Research Paper 20 points**

**Class Participation 10 points**

**Online Assignments 15 points**

**Five Journal Article Reviews 15 points**

**Total Points Possible 100 points**

**Learning Tasks**

1. Present your capstone proposal at some point during the course. This is Chapters 1, 2, and 3 of the capstone. Place the proposal on Task Stream.

1. Introduce and begin working on Chapters 4 and 5
2. Participate in on-line learning modules and complete all activities within the modules.
3. Complete a research project on one of the topics below. At the end of the project, you will turn in a research report with at least 5 research references, following APA guidelines. You will present your research in class. The presentation will take at least 30 minutes, preferably 45 minutes. A powerpoint will be used in the presentation with activities planned for the class as well as some video addition showing an example related to the topic researched.

Bullying/Harrassment

Year Round Schools vs. Traditional School Year

Teaching in a Differentiated Classroom

Teaching in a 21st Century Classroom

Common Core Standards

Using Technology to Enhance Lessons and Teaching

Classroom Strategies that Increase Student Achievement

A Nation at Risk

Professional Learning Communities

Teaching Boys in a Manner to Make Them Successful

Brain Based Research and What It Tells Teachers about How Students Learn

Greg Mortenson’s Work in Pakistan and Afghanistan with School and the Controversy Around Him

Motivating Reluctant Learners

Strategies for Teaching Children in Poverty

Teaching the Highly Gifted Students

Literacy

Other topic of interest to class members approved by the professor

1. Read text as assigned and participate in classroom discussions and classroom assignments.

This hybrid class will provide 6 semester hours of credit when completed. The course consists of 4 hours of face-to-face time each week and there is an additional part of the class that is on line (a minimum of 2 hours). All students are expected to complete all components for the weekly face-to-face and on line portions of the class for full credit. A one hour capstone class accompanies this course.

**Calendar of Weekly Requirements**

**Bring laptops to class**

**Weeks Topics Class Activities and Assignments**

**Reading Assignments Online Assignments**

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| --- | --- | --- |
| **1** | **Design for Learning**  **Online Assignment**  **Dispositions** | **Read chap. 1 in textbook *Universal Design for Learning***  **Online assignment – Answer questions 1, 3, and 4 on pages 10 and 11under Questions for Discussion. Also, prepare a lesson for the class that you teach with an emphasis on differentiated instruction activities for students with English as a Second Language, AIG students and LD students as well as the regular education student.**  **Read Chapter 2 in *Rethink. . .*Understanding Teacher Education Dispositions – In a collaborative group discuss the meaning of this terminology and what it means to teaching and learning. Find two more articles related to dispositions and develop a visual to explain this concept to the class. Relate this concept to NC Teaching Standards.**  **Present visual to class.** |
| **2** | **North Carolina Teaching Standards**  **Teacher Leadership**  **Online Assignment** | **Review the teacher standards expected of North Carolina teachers. Discuss types of artifacts that teachers would have and use in the classroom to receive an acceptable evaluation in the classroom.**  **Read chapters 10-13 in *Rethink…* In your collaborative group, discuss how this section relates to the NC Teaching Standard of teacher leadership. Develop a glog or a pinterest to display your groups’ work. Share with the class. Display on line.**  **Read chapter 2 in *Universal Design for Learning***  **Answer questions 1, 2, 3, 4, and 5 on pages 18 and 19.**  **Discuss chapter 2 in class.**  **Journal Article Review 1 Due** |
| **3** | **Planning a Curriculum Unit for a diverse group of students**  **Online Assignment** | **Complete online assignment of Planning Lessons for a Curriculum Unit for your class with attention to differentiated instruction, particularly ESL, Special Needs, AIG, Autistic Spectrum, and Slow Learners. Research information regarding differentiated instruction for diverse learners and use the information as a basis for your unit lesson.** |
| **4** | **Curriculum Unit continued** | **Research your assigned topic for presentation as well as working on reviewing and revising Chapters 1, 2, and 3 for your capstone project.** |
| **5** | **Discuss IRB Form and Chapter 3 of your capstone** | **Prepare the IRB form for review and discussion during class. Discuss the format for chapter 3 of the capstone. Share the IRB forms with the class for suggestions on clarifying the information they’re researching for their capstone.**  **Discuss online assignments and answer questions of class members. Students will also share ideas regarding the online assignments they’ve completed.**  **Journal Article Review 2 Due** |
| **6** | **Teaching Strategies and Engaging Students**  **Online Assignment** | **Read Chapter 3 in *Universal Design for Learning.* Discuss the highlights of the chapters regarding teaching strategies and engaging students in lessons.**  **Review and discuss the examples given in Tables 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7 regarding lesson design for various strategies.**  **Online Assignment - Develop a game that you will use in one of your lessons to help students of various abilities and learning styles learn critical information taught.**  **Share games during class so other class members can benefit.** |
| **7** | **View short DVD – The Star Thrower Story**  **The Importance of the Teacher and His/Her Influence on Children**  **Online Assignment – Teaching Writing** | **Discuss why we teach and what this video can remind teachers of regarding their reason for teaching.**  **Read chapters 1 - 4 in *Special Topics for Elementary* *Leaders* on The Writing Process and designing lessons to teach writing.**  **Online Assignment – Develop a writing lesson for a topic that you are teaching. In your writing lesson, plan centers to highlight the writing concepts that you’re teaching. See page 11 for an example regarding the writing process.** |
| **8** | **Inclass Research Night** | **Research your assigned topic for presentation as well as continuing to work on revising Chapter 3 for your capstone project. Begin planning and working on chapters 4 and 5 of your capstone project.**  **Journal Article Review 3 Due** |
| **9** | **Online Assignment Related to Planning Lessons to Help Students Learn** | **Online Assignment - Design three teaching activities that will use three of the intelligences from Gardner’s work on multiple intelligences.**  **Prepare five questions that you can use to probe your students to in-depth thinking in one of your class lessons.**  **In a lesson that you plan, plan some activities that will be at the synthesis and evaluation level of Bloom’s Taxonomy.**  **Plan one activity for a unit you plan to introduce that will be an assignment that the parent/guardian and child can do together as you introduce a unit.**  **Share with class the items prepared for this online assignment.** |
| **10** | **View DVD – Waiting for Superman during class**  **How does this movie reflect on public schools? Is it a fair representation?**  **Keys to Successful Schools** | **3 Student Research Presentations from topics listed above**  **Discuss the implications of the movie and the presentation of the movie**  **Read Chapters 20-25 in *Rethink…* In your collaborative group develop the characteristics of a successful school. What do we need to know to make one? The class will be looking for creativity in your presentation.** |
| **11** | **Discuss after presentations the implications of the research information presented in the student presentations** | **3 Student Research Presentations from topics listed above** |
| **12** | **View video –Common Miracles during class**  **Classroom Strategies That Help Students Learn**  **Online Assignment** | **3 Student Research Presentations from topics listed above**  **Discuss the many items mentioned in this video that are part of daily life in a school today**  **Journal Article Review 4 Due**  **Online Assignment – Read chapter 5, pp. 113 -140 in *Special Topics in Elementary Leaders.* This chapter reviews information on assessment that all teachers need. Design an assessment that would be appropriate for English as Second Language Students and Autistic Spectrum children for one of your critical lessons in mathematics. Also, answer questions for reflection on page 120.**  **Discuss information reviewed regarding assessment.** |
| **13** | **View DVD – The Ben Carson Story**  **Overcoming Poverty**  **Online Assignment** | **3 Student Research Presentations from topics listed above**  **Discuss the impact of poverty on Ben Carson and how/why he was able to overcome poverty and become an excellent neurosurgeon. Ask students to think about children in their classroom and see if they can identify some children like Ben Carson and develop a plan for changing the life of those children to help them become the best they can be.**  **Online Assignment – Plan at least four activities that you will do throughout a semester that will help children born in poverty to experience some experiences that will help them learn. (Think about school field trips and places that children in poverty have not been or experiences they have not had as you work on this plan.)** |
| **14** | **View DVD – The Ron Clark Story**  **Classroom Strategies That Work With Difficult Students**  **Online Assignment** | **2 Student Research Presentations from topics listed above**  **Discuss the DVD with implications for the classroom teacher and identifying activities that worked for Mr. Clark**  **Develop a song/dance that you can use in your class to teach critical facts to your students. Use the information provided in Ron Clark’s movie regarding his creative teaching styles that produced results.**  **Share the songs/dances with class members.** |
| **15** | **Finalize IRB form and chapter 3 of the capstone project.** | **2 Student Research Presentations from topics listed above**  **Integrate discussion regarding presentations and how the information can be used to improve education in classrooms.**  **Journal Article Review 5 Due** |

**Professor may substitute audio-visual for activities that would be more relevant.**

**Rubric for presentations**

**Presentation is worth a total of 15 points**

**Power point highlighting the topic presented 3 points**

**At least one learning activity to involve the class 3 points**

**At least 30 minutes in length 3 points**

**Use of at least one video showing an example of topic 3 points**

**Thorough explanation of topic 3 points**

**Rubric for paper**

**Paper is worth a total of 20 points**

**Paper is written with proper grammar, punctuation and spelling 5 points**

**Paper uses at least 5 different research articles in compiling the paper 5 points**

**Paper has references cited appropriately using APA guide 5 points**

**Thorough coverage of topic with both positive and negative aspects of topic, if appropriate 5 points**

**Rubric for Each Journal Article Review**

**Article is an action research article 1 point**

**Article is summarized & discussed regarding implications for the classroom 1 point**

**Review is written with correct grammar, punctuation, spelling, and APA citation 1 point**

**Total 3 points**

**Journal Article Review Due Dates**

**Week 2**

**Week 5**

**Week 8**

**Week 12**

**Week 15**